

VISIT...

LANZAROTE
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MATERIALS

Game cards;
Game board;
Markers

Sound Discrimination: Final Sounds



5–8 minutes

Say the words *need* and *road* and tell the child that the words end with the same sound: /d/ (sound, not letter name). Have the child repeat the words and the final sound.

Say the following words: *scrub/knob/belt*. Have the child repeat the words and tell you which two words end with the same sound and what that sound is. Then repeat the steps with the following words, one group at a time: *greet/talk/float* (/t/); *main/bean/pill* (/n/); *sheep/stamp/corn* (/p/); *school/lose/well* (/l/); *plum/gloom/loan* (/m/).

Say the following sentence, emphasizing the /d/ sound at the end of the words, and ask the child to clap every time he/she hears /d/: *The loud bird and the red toad were glad they found a seed in the mud on the road.* Repeat with this sentence, emphasizing the /f/ sound at the end of words: *The wolf put the beef, the knife, and the loaf of bread on the shelf under the roof.*

Name each picture with the child: *worm, wall, hand, cup, dog, jet, hen, leaf, lock, pig, rope, rose, toe, glass, wax, road*. Shuffle the cards and stack them face down. Have the child draw a card, name the picture, identify the ending sound, and name another word that ends with the same sound. For example, if the child draws *lock*, he/she might suggest *milk*, which also ends with /k/. If the child is correct, he/she can move the number of spaces along the game board indicated on the card. If incorrect, the child cannot move. If the child has difficulty identifying the picture or the final sound, tell him/her. Have the child place the card at the bottom of the stack. It is now your turn.

Blend Phonemes



2–3 minutes

Tell the child you are going to say a word slowly by stretching out the sounds: /ffffööönnn/. Then tell the child you are going to blend the sounds together to say the word: *phone*. Repeat one more time, having the child listen carefully.

Tell the child you will say the sounds of some words and that you want him/her to blend them together to say the word.

tutor: /fffaaassst/; **child:** *fast*

tutor: /krrriib/; **child:** *crib*

tutor: /bēēēp/; **child:** *beep*

tutor: /tāāāmmm/; **child:** *tame*

tutor: /llliik/; **child:** *lick*

MATERIALS

Segment Onset and Rime



2–3 minutes

Tell the child that you are going to split a word into its first sound and its rime. Then say: *sock: /s/...ock*. Repeat the word and have the child say the onset and rime: *sock: /s/...ock*.

Say the following words, one at a time, and have the child segment each word into its initial sound and the rest of the word.

tutor: *beak*; **child:** /b/...eak

tutor: *sneak*; **child:** /sn/...eak

tutor: *heel*; **child:** /h/...eel

tutor: *steel*; **child:** /st/...eel

tutor: *joke*; **child:** /j/...oke

tutor: *broke*; **child:** /br/...oke

tutor: *goat*; **child:** /g/...oat

tutor: *boat*; **child:** /b/...oat

Segment Syllables



2–3 minutes

Say the word *pocket*. Tell the child you can segment the word into its syllables: *poc...ket*. Have the child repeat the word and then say the syllables.

Say the following words one at a time. Have the child repeat the words and say the syllables.

tutor: *fastest*; **child:** *fastest: fast...est*

tutor: *water*; **child:** *water: wa...ter*

tutor: *elephant*; **child:** *elephant: el...e...phant*

tutor: *banana*; **child:** *banana: ba...nan...a*

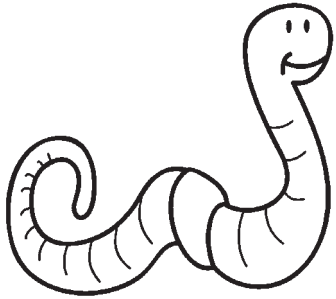
tutor: *kangaroo*; **child:** *kangaroo: kang...a...roo*

Optional Listening Activity

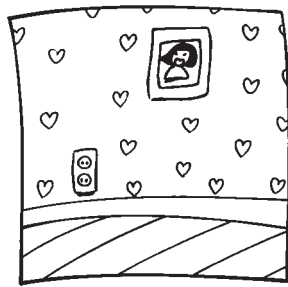
Read the book *Yuri's Yams* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /y/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? How did Yuri get yams for his dad? Have you ever done something special for someone in your family?*

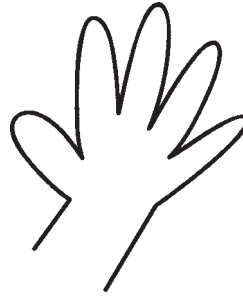
Read-aloud
book



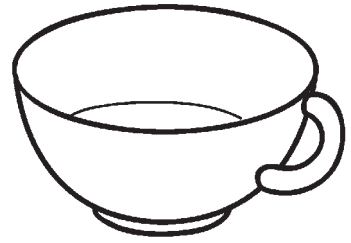
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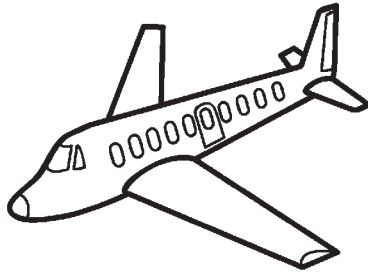
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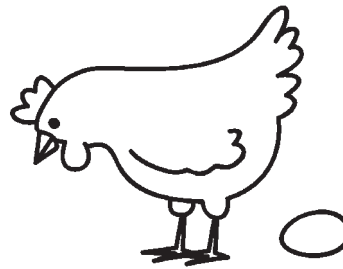
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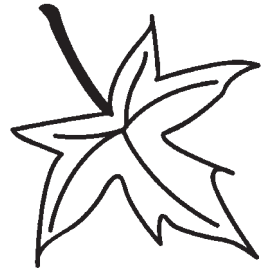
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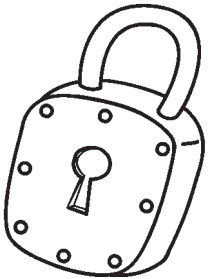
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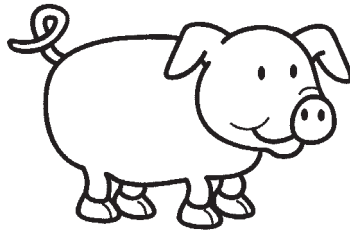
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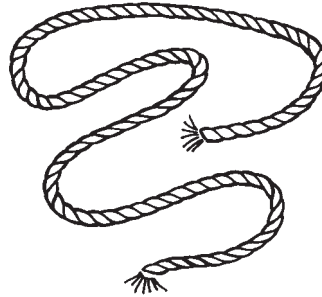
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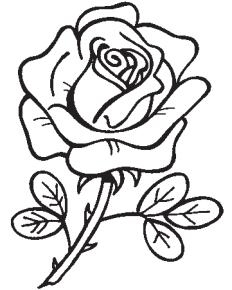
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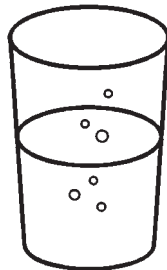
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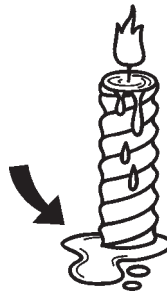
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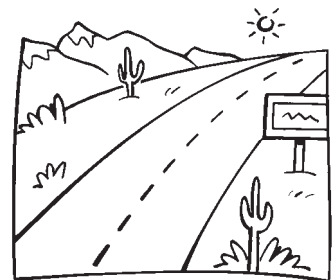
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